The effectiveness of incident command systems training for residential learning personnel at Rowan University

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THE EFFECTIVENESS OF INCIDENT COMMAND SYSTEMS TRAINING FOR
RESIDENTIAL LEARNING PERSONNEL AT ROWAN UNIVERSITY

by
Lori Ann Troise

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts in Higher Education Administration
of
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Approved by

Dr. Burton R. Sisco

Date Approved
June 19, 2009
ABSTRACT

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THE EFFECTIVENESS OF INCIDENT COMMAND SYSTEMS TRAINING FOR RESIDENTIAL LEARNING PERSONNEL AT ROWAN UNIVERSITY 2008/09
Dr. Burton R. Sisco
Master of Arts in Higher Education Administration

Emergency Response is a topic addressed by colleges and universities across the country. Adequate training for response personnel is encouraged by the institutions and, in some cases, enforced by state and federal governments. On college campuses, emergencies occur at all areas and can occur at any given time, which includes residential areas. At Rowan University in Glassboro, NJ, these residential areas are staffed by undergraduate and graduate students.

This study analyzed the effectiveness of Incident Command Systems training for personnel hired to work within the residential areas at Rowan University. Incident Command Systems is a national emergency management structure adopted by the institution as their main form of response to all campus crises.

The findings suggest an increase in knowledge of the Incident Command Systems structure as well as an improved attitude toward individuals’ level of preparedness for responding to emergency situations. The study concluded that Incident Command Systems training is beneficial for personnel working within the residential settings at Rowan University and should become integrated with ongoing emergency preparation at the university.
ACKNOWLEDGMENTS

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I would like to thank the Rowan University Department of Public Safety, particularly Dr. Timothy Michener, and Mr. Len Clark. Their guidance, mentorship, and support have allowed me to develop a thesis project that I am both proud of and excited to continue research on.

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CHAPTER I

INTRODUCTION

Campus emergencies occur at institutions of higher education frequently, constituting a vast range of urgency from accidents to suicide, assaults, and murders. Measuring institutional preparedness for responses to such occurrences is a challenge because, in essence, it is virtually impossible to imagine every likely scenario and be able to plan accordingly. Depending on the severity and location of the incident, a variety of people are involved in responding to campus emergencies, ranging from police and support personnel to administrators, faculty, and staff across the campuses.

Statement of the Problem

Due to the variety of potential emergency situations that can occur on a university’s campus, it is not only a logical assumption but a necessity that those involved in responding to the situations be knowledgeable about their involvement in the situations. If, for example, an emergency occurs within an academic building, faculty should be aware of how to respond to the situation to ensure that the quickest action is taken. They should be aware of whom to contact, what immediate aid they are qualified to administer, and what their specific role is once the campus’s official responders are at the scene.
Emergencies are likely to take place in residential areas of a campus as well. Institutions often staff these buildings with a number of undergraduate students and a supervisor in order to provide a varying range of services to the residents within the building. Each of these staffs has a specific role when an emergency situation occurs, but that role may not be clearly defined. The degree of training varies from institution to institution based on the departments’ respective philosophies. Due to the nature of their roles, in most cases including 24-hour emergency contacts, the staff are found in first responder roles in the event that an emergency happens within the residential area; therefore, it is essential that the staff are trained in first response.

In 2005, New Jersey Acting Governor Richard J. Codey enacted Executive Order #50, which called for the implementation of a National Incident Management System (NIMS) which provides a statewide, unified system of emergency response using the Incident Command Systems (ICS) model. Acting Governor Codey required that all first responders complete the NIMS awareness course, An Introduction, as well as the ICS introductory course, ICS-100 (Codey, 2005). Since residential building staff are so often in the first responder role, it is beneficial and required by the state that these individuals complete these courses; however it is unknown to what degree the staff are expected statewide to comply, nor is it clear whether the completion of these courses increase the staffs’ preparedness and competence when responding to crisis situations on their respective campuses.
Dr. Timothy Michener, director of Rowan University’s Department of Public Safety, requested that, as of January 2009, all residential building staff, including Resident Assistants and Resident Directors, complete the ICS-100 course, which complies with the 2005 Executive Order. Additionally, The Campus Safety Improvement Initiative states:

Once emergency response plans are NIMS compliant..., Public Safety will begin training students and employees how to respond to various emergencies, as well as to identify mental health issues and know policies and procedures related to them. (Campus Safety Improvement Initiative, 2008)

Training the Resident Assistants in Incident Command Systems will not only aid in compliance with state regulations, but will also assist the institution in attaining its goals in relation to campus safety.

Significance of the Study

This study looked at the issue of emergency response training within the residence hall staff at Rowan University. It examined the effectiveness of having the staff complete the ICS-100 course in terms of increasing knowledge, skill level, and individual confidence when responding to an emergency situation. The goal of the study was to gauge the specific benefits of requiring the residential life staff at Rowan University to complete the training requirements as outlined in the NJ Governor’s Executive Order #50.

Assumptions and Limitations
This study is limited to the Residential Learning staff, specifically the undergraduate Resident Assistants and the Graduate Resident Directors, at Rowan University in Glassboro, New Jersey, during the January 2009 all-staff training session. The study utilized primarily quantitative data since a survey and completion of an exam were used to analyze results. The primary assumption made by this study is that all participating staff members are aware of the principal types of emergency situations they may come into contact with, as well as the basic expectations of what the Office of Residential Learning expects them to do. While this training is required of all staff members, 9 RA's in the January training were new hires and had never received any sort of formalized training before the instructional event.

Limitations in this study include the composition of the sample and attendant participation. Truthfulness in response may come into question, potentially altering the accuracy of the findings. Several staff members were not present for the training due to extenuating circumstances, which affected the response rate. Also, researcher bias may be an issue since the researcher works as a Graduate Resident Director on the campus and served as a graduate intern in the Public Safety office of Rowan University during the 2008/09 academic year.

Operational Definitions

1. ICS-100: In this study, incorporates knowledge obtained from both ICS-100.a (standard) and ICS-100.LEa (for Law Enforcement). When ICS-100 is discussed as
the administered course to Rowan University Residential Learning staff, ICS-100.a is the course completed.

2. On-Call (RD): At Rowan University, a RD who is on-call is expected to respond to all emergency calls from RAs and Public Safety 24 hours per day for a full week when they are scheduled.

3. On-Call (RA): At Rowan University, a RA who is on-call is expected to respond to resident requests for their respective building from 8pm-7am on the night they are scheduled.

4. Public Safety: At Rowan University, the department which consists of Security Officers and Police Officers.

5. Resident Assistant (RA): Undergraduate paraprofessional staff hired through the Department of Residential Learning at Rowan University to work within the on-campus residence halls and apartments during the Spring 2009 semester.

6. Resident Director (RD): Graduate students hired through the Department of Residential Learning at Rowan University to supervise the RA staff of a specific residential complex on campus during the Spring 2009 semester.

Research Questions

The following research questions guided the study:

1. Does training Rowan University’s Residential Learning staff in Incident Command Systems increase knowledge of ICS crisis response protocol?
2. Is Rowan University’s Residential Learning Staff more confident in crisis response expectations after completing the ICS training?

3. Do Rowan University’s Residential Learning Staff members believe this training is sufficient in preparing them for potential emergencies?

Overview of the Study

Chapter two provides a review of literature pertaining to the topic. Included is a brief history of NIMS and ICS and how it is implemented throughout the United States. Also included is an examination of other institutions’ emergency preparedness, as well as a discussion of Rowan University’s Emergency Response Plan.

Chapter three describes the methods used in the study to collect and analyze the data. It discusses the demographics of Rowan University, data collection instruments, how the data were collected, and how the data were analyzed.

Chapter four discusses the findings of the study. It addresses the data that were collected through both discussion and statistical form.

Chapter five discusses major findings and how they apply to the research questions. Discussion of how the data compare to the research base is also presented, as well as conclusions and recommendations for practice and further research.
CHAPTER II

REVIEW OF LITERATURE

Brief Overview of the History and Purpose of NIMS and Implementation of ICS

The National Incident Management System, or NIMS, was enacted on February 28, 2003, by President George W. Bush in Homeland Security Presidential Directive-5 (HSPD-5) in the wake of the terrorist attacks that occurred in America on September 11, 2001. President Bush requested that the Secretary of Homeland Security develop a system to provide a nationwide template for emergency response for all government, private sector, and service organizations so that in the event of an emergency, the expected system of response is universal nationwide. NIMS was then created, which allows for effective management of all possible incidents, from natural disasters and accidents to terrorism, through the development of universal terminology, organization, and principles (Jones, 2007).

Incident Command System (ICS) is a component of NIMS which describes specifically the expected organization of responders to an incident and the reports which must be filed whenever ICS had been employed (Jones, 2007). While NIMS was created post-9-11, ICS has been utilized for over 30 years and has been determined an integral part of emergency response, which is why NIMS requires its usage for response to all domestic emergencies. ICS was developed based on successful business practices as a
management system and has been repeatedly tested over several decades, proving to be a highly effective system of response (ICS-100.a, 2006).

In-depth Look at ICS History and Implementation in New Jersey

In 1970, a wildfire broke out in California that destroyed 700 structures, burned over one-half million acres of land, and killed 16 people. The wildfire lasted nearly two weeks and totaled 18 million dollars per day in cost and losses. Numerous agencies responded and worked diligently to control the situation; however, inevitably a number of communication issues arose that greatly inhibited their ability to respond adequately to the crisis. The United States Congress then required that the U.S. Forest Service design a plan to counteract these communication issues in the event of future wildfires. Several government agencies formed FIRESCOPE, or Firefighting Resources of California Organized for Potential Emergencies, which ultimately developed ICS in the mid-1970s. By 1980, it had already been utilized successfully on several wildfire emergencies, and firefighting agencies throughout California were known to have been deploying ICS for response to non-wildfire emergencies as early as 1981. The flexibility of ICS as a method of response for a vast variety of emergencies was recognized, and in the coming years ICS was seen being utilized throughout the country by emergency response service organizations (FEMA, 2004).

NIMS ICS utilizes the same format of ICS developed by FIRESCOPE, but includes an intelligence component. There are several key functions of ICS that enable its success in such a multitude of situations, including: common terminology, management
by objectives, reliance on an Incident Action Plan, manageable span of control, integrated communications, establishment and transfer of command, accountability of personnel, and deployment. Most importantly, ICS enables multiple agencies to respond to a situation under a system of unified command, where although there is one Incident Commander, a head representative from each agency acts as a contributing part of the Command Staff to advise the Incident Commander, ensuring effective communication throughout an incident (FEMA, 2004).

One of the most unique and beneficial aspects of ICS is the concept of command. Under this system, the individual in charge of the response (the Incident Commander, or IC) does not necessarily have to be the highest ranking responder. In many situations, the IC is the first to arrive at the scene. This person develops an Incident Action Plan and delegates responsibilities regardless of title. Through the incorporated system of transfer of command, if a responder with more experience in the current crisis approaches the scene, the current IC can turn command over to the other individual seamlessly (ICS-100.LEa).

As of October 2005, all state agencies responsible for responding to crisis situations were required to undergo training for the implementation of NIMS ICS (Codey, 2005). In October of 2007, the New Jersey Campus Security Task Force submitted a report to Governor Jon Corzine. The Campus Security Task Force was created in response to a crisis that occurred at Virginia Tech University in April of that year when a student killed 32 students and himself. It was required to make
recommendations for the improvement of safety and security measures being taken on
New Jersey college and university campuses. The October 2007 report called for a
number of revisions to take place at the 59 colleges and universities in New Jersey.
Among them were enhancing existing emergency management plans, providing mental
health awareness training to campus community members, streamlining procedures for
campus notification in the event of an emergency, and establishing working relationships
with law enforcement and emergency management agencies, and mental health providers

The Task Force made a number of recommendations for New Jersey campus
emergency management plans. Among those recommendations was the call for inclusion
of ICS and Campus Community Training. According to the Task Force, emergency
management plans should include outlines for the response for a multitude of situations,
including but not limited to active shooter on campus, terrorism, radioactivity releases,
pathogenic microorganisms (blood-borne pathogens), utility failure, hazardous weather
emergencies, floods, bomb threats, and other undefined emergency situations (Campus

Emergency Response and ICS at Rowan University

Currently, Rowan University utilizes a 200-page Emergency Response Plan,
which outlines very specifically the various roles and responsibilities of responding
members of the Rowan community to a conceivable list of potential emergencies.
According to the plan, crises are divided into three levels: level one emergencies
includes minor incidents which may result in property loss or disruption of classes or
campus activities, such as bomb threats, weather emergencies, and drug/alcohol
violations. Level one emergencies have the potential to escalate to the next level, but in
general do not pose a serious threat to the health and well-being of others. Level two
emergencies include major incidents that result in the loss of property, personal injury,
and possible loss of life, such as fires, explosions, extremely severe weather, Orange
conditions through Homeland Security indicating possible terrorist threat, and hazardous
material spillage. Level three emergencies include “disastrous incidents” that involve
significant property loss or potential loss of life. This would include a shooter on campus,
fire involving fatality, major structural damage to a university building causing fatality,
incidents requiring campus evacuation, and Homeland Security Condition Red. Level
three emergencies require deployment of all campus emergency resources (Rowan
University Emergency Response Plan, 2007).

Both level two and level three emergencies require the activation of Rowan’s
Emergency Response Team, which consists of the President, Provost, Vice President for
Administration and Finance, Vice President for University Advancement, Vice President
for Student Affairs, Executive Assistant to the President, and the Director of University
Relations. Each member of the Emergency Response Team is responsible for contacting
specific personnel to inform them of the incident and request help when necessary. They
also determine which modes of communication will be used to broadcast the event to the
campus and surrounding community, if any (Emergency Response Plan, 2007).
Rowan University also utilizes CIRT (Critical Incident Response Team), which was established in 1997 to respond to traumatic situations on campus including suicide, mental health conditions, and death notification. The team consists of 16 individuals from various agencies on campus, including the Counseling and Psychological Services Center, International Student Office, Educational Opportunity Fund Office, Student Affairs, Public Safety, and a number of academic departments (Emergency Response Plan, 2007).

According to Rowan University’s Campus Security Report, Rowan’s Board of Trustees adopted NIMS and ICS as the primary method of responding to campus emergencies (2008). Dr. Timothy Michener, Director of Public Safety, explained that the transition required creating Incident Action Plans ahead of time for campus events in order to allow the officers to become accustomed to responding in ICS format. An Incident Action Plan (IAP) includes information about location and time of the incident, who the Incident Commander is, where the Command Post was located, and accounts for all responders by keeping a log of when they came and left the incident. The IAP delineates who held what post and for what duration. A basic format for this would be for a home football game. An IAP would be written including the time, which most often is 2pm on a Saturday, the location, which is the football stadium on Carpenter Street and Beau Boulevard, who the participating officers are, including safety officers, police, and any student staff, and where they were stationed – parking lot patrol, north and south entrances, or roaming on the north or south side (Michener, personal communication,
September 23, 2008). This response would be consistent with ICS response protocol, and an After Action Report would be filed to discuss what went well and what did not. According to Michener, utilizing ICS plans for campus events, such as a football game, allows the officers to operate more fluently within the ICS system in the event of a campus emergency.

The Rowan University website has a series of pages dedicated entirely to emergency preparedness. While it does not include all of the details of the Emergency Response Plan, it outlines a multitude of information regarding Rowan’s outlook on and commitment to emergency preparedness. The site discusses the Rowan Alert message system – a system that sends a text message to subscribers’ cell phones in the event of an emergency – and encourages students, faculty, and staff to register for it. The site lists emergency contacts, explains the institution’s involvement in a number of emergency response advancements, and indicates a welcoming attitude toward recommendations for the emergency response plan as it undergoes a review (www.rowan.edu/emergency).

Need for Emergency Response Training for Residential Learning Staff at Rowan University

In analyzing Rowan’s Emergency Management website, another relevant aspect came to light where it discusses departments and staff who are trained in Emergency Response Protocol. This list includes: Public Safety, President’s Office, Cabinet, Counseling and Psychological Services, Health Center, Facilities, and Student Affairs/Residence Life (www.rowan.edu/emergency). What it does not discuss, however,
is who among these departments are receiving training, and what level of training they are receiving.

Focusing specifically on the Residential Learning staff, it is possible that the full-time employees who work within the office itself received emergency response training. During Resident Director training in the summer approaching the Fall 2008 semester, RDs received one and a half hours of crisis intervention training with the Counseling Center staff. The learning outcome listed for this section of training was, “RDs will learn proper protocol for frontline crisis situations” (Jessen, 2008). A “frontline crisis situation” is any incident where a resident approaches a building staff member because they are experiencing something unpleasant, whether it is a conflict with another student or depressed thoughts, which would result in submitting documentation but not requiring immediate action (Jessen, 2008). The Resident Assistant staff received similar training, and in September the Residential Learning department held an in-service training seminar for the building staffs on First Responder Training. It was a one-hour session led by a Rowan student who served on the Emergency Medical Services (EMS) squad and explained when to call Public Safety for illness and bodily injuries, and what immediate aid the building staffs were qualified to administer, such as rolling a student on their side if they are suspected of having alcohol poisoning and offering pillows to make a resident more comfortable if they are injured.

The need for a well-trained residential building staff is imminent. According to the 2008 Campus Security Report, from 2005 – 2007, of 49 burglaries that took place at
Rowan University, 35 occurred within the residential areas. Seven out-of-nine forcible
sex offenses also occurred within the residential areas. One homicide occurred on
campus, although not within the residential areas, but had a marked affect on all students,
residential or otherwise. Alcohol and drug incidents were especially prevalent within the
halls: 895 of 903 total alcohol reports came from residential areas, as well as 107 of 132
total drug reports (Campus Security Report, 2008). While these situations may have
called for more confrontational skills than emergency/first responder training, alcohol
and drug use can escalate a situation requiring emergency procedures since it impairs a
multitude of abilities in the user.

On a similarly related note, in the Rowan EMS Monthly Call Statistics Reports
from September – November of 2007, 21 calls for EMS came from the freshmen
residential halls only, which constitutes little more than one-third of the residential areas
on campus (Rowan EMS Monthly Call Statistics, 2007). No data exist in these particular
reports for the number of calls from upper-classmen housing. With the high probability
and proven number of campus emergencies occurring within the residence halls, a logical
assumption can be made that proper training should be required of all building staff.
Training on conversing with students about personal issues and offering pillows is highly
beneficial but only for a very limited number of circumstances.

ICS Implementation at Other Institutions

Compliance with NIMS is required across the country for police departments, fire
departments, EMS services, and other first responder agencies (Jones, 2007). Since ICS is
a component of NIMS, higher education institutions who utilize these agencies are implementing ICS in order to remain compliant according to NIMS and any other state mandates issued, such as Executive Order #50 in New Jersey (Michener, personal communication, September 30, 2008). An example of this is State University of New York (SUNY) at New Paltz. According to SUNY New Paltz’s Emergency Management website, the 2007 campus massacre at Virginia Tech prompted the institution to develop and enhance their previous emergency response protocol. A major part of their response protocol is ensuring that their Emergency Response Team has extensive training in NIMS and ICS. SUNY New Paltz’s Emergency Response Team includes individuals from departments across their campus, including Academic Affairs, Student Affairs, Computer Services, Facilities Management, Telecommunications, and Human Resources, as well as their University Police Department (www.newpaltz.edu/emergency).

Information about higher education institutions implementing NIMS and ICS is seen on many school web sites across the country. Rutgers University’s New Brunswick campus website has a direct link to ICS and NIMS training courses available for anyone who wishes to receive further training (www.emergency.rutgers.edu). What is lacking in the research is information specifically in regards to Residential Learning personnel at other institutions receiving ICS training. According to Dr. Timothy Michener, training RAs and RDs in ICS is something that should be happening across the country, but is not (personal communication, October 18, 2008).

ICS-100 Training for Rowan University Residential Learning Staff
The ICS-100 course is an introductory instructional tool through FEMA designed to teach individuals the basic structure of ICS as a management system. In addition to the structure, it also includes the history of ICS development, as well as major features of the system, including hierarchy of personnel and basic operations (ICS-100.a, 2006). The course is evaluated by individuals taking a 23-question online exam upon its completion. A score of 75% is required in order to pass the training and be issued a certificate. Individuals submit their exam as well as personal identifiable information to FEMA for review. A pass/fail response is given immediately, and the certificate is delivered electronically within 48 hours if the individual completes the exam sufficiently (ICS-100.a, 2006).

Emergency Response and Structural Organizational Frame

The nature of emergency response, exemplified by the Incident Command System, can be more accurately understood by viewing it through an Organizational Frame. In 1997, Bolman and Deal discussed four types of frames, or perspectives, to view organizations: structural, political, symbolic, and human resources. Emergency Response and ICS run accordingly with their analysis of a structural frame. Organizations operating under this particular organizational frame have set goals, clearly defined roles, and strive to operate with order, and defined policies and procedures. The organization is effectively operating if it is efficient and everyone is performing their expected duties. Often, they are run hierarchically, eliminating confusion over who is in charge and ensuring that each sector is managed and running effectively (Bolman & Deal, 1997).
Emergency response is clearly structural when analyzed through this frame. When in crisis, there is little room for analysis and most of the planning must occur prior to an event. During a crisis, spur-of-the-moment decisions must be made, and everyone working within the organization must know what their roles are. In contrast, Rowan University, while political in its organizational structure, operates by pulling from several of the frames discussed by Bolman and Deal. Human resource can be seen when the institution is working to solicit ideas and opinions of many of its constituents. As is the case with most institutions, the tensions that occur through resource allocation at Rowan University are often seen through a political frame—especially within the country’s current economic situation. Institutions are often working within the symbolic frame as they create, promote, and encourage traditions and historic practices of their campuses, and Rowan operates similarly. It can be inferred that the existence of multiple organizational frames on an institutional level will make the institution’s employees and students less familiar with a sector that operates primarily within the structural frame, in particular the Emergency Management sector. This potential unfamiliarity makes it even more essential that responding units are as familiar as possible with ICS implementation so that, in the event of a crisis, transition is smooth and all parties are adequately prepared.

Summary of the Literature Review

The literature review discusses the history of Incident Command Systems, its implementation in New Jersey, and the current status of Emergency Response at Rowan
University, as well as the organizational frame of emergency response. New Jersey has adopted NIMS and ICS as the standard form of response for crisis situations, and Rowan University is in the process of complying with state and federal standards, as well as meeting institutional goals set by the University President and Board of Trustees. Since Resident Assistants and Resident Directors often respond to crisis situations, the institution is training Residential Learning personnel in ICS to help reach compliance status.

The research addresses the training of Residential Learning personnel specifically in regards to increasing knowledge of ICS protocol, RA and RD attitudes toward their own personal levels of preparedness both before and after the training, and the need for further training.
CHAPTER III

METHODOLOGY

Context of the Study

The study was conducted at Rowan University in Glassboro, NJ. Rowan University is a public, coeducational institution that considers itself selective in admissions, accepting 52% of applicants according to CollegeBoard (2008). CollegeBoard also reports a total undergraduate population of approximately 8,900, and total enrollment is over 10,000. The school is located in southwestern New Jersey, within a half hour of Philadelphia and two hours from both New York City and Washington, D.C. Rowan reports in its 2007-2008 Fact Sheet that approximately 70% of its students receive some form of financial aid in order to attend.

The institution was established in 1923 as a normal school to prepare elementary school teachers. It has since undergone three name changes – in 1937 it became New Jersey State Teacher’s College, in 1958 it was again changed to Glassboro State College, and in 1992 following a 100 million dollar donation from Henry and Betty Rowan, the institution changed to Rowan College. In 1997, the institution became known as Rowan University (Rowan University, 2007). There is a 15:1 student-faculty ratio. Rowan University has 58 majors offered through seven colleges: Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Sciences, and Professional and Continuing Education. Education, Business/Marketing, and
Communications/Journalism are the most popular majors with the highest percentage of enrolled students (collegesearch.collegeboard.com). The Graduate School at Rowan offers approximately 40 programs, including one terminal degree, an Ed.D. in Educational Leadership (Rowan University).

Rowan University’s Department of Public Safety consists of four sections: University Police, Security and Student Programs, Safety and Emergency Services, and the office of Emergency Management. According to Reed Layton, Acting Senior Director of Public Safety and Director of Police Services at Rowan University, the department consists of 70 employees and 100 student workers. All Police Officers are armed and have been fully trained through a police academy. They have all been required to complete ICS-100 and ICS-200 training. High ranking individuals holding Sergeant rank or higher are required to complete advanced ICS training – ICS-300 and ICS-400. Security Officers have basic ICS-100 training. All Emergency Services personnel, including EMS and Fire Safety, have advanced ICS training. Also, the students employed by the department who work outside Emergency Services are required to complete ICS-100 training. The President’s Cabinet also has completed ICS training. Student personnel are broken into two sections – Student Crime Prevention Practitioners (SCPP) and Student Patrol. SCPP is a group of about 60 students who escort individuals across campus and work within the residence halls late at night to ensure guests are safe and accounted for. The Student Patrol is trained to be the “eyes and ears” of the campus for Public Safety through walking across the campus and throughout the buildings (Layton,
personal communication, May 5, 2009). In December of 2007, the Board of Trustees of Rowan University adopted NIMS and ICS as the standard method of response for emergency situations, and are moving toward ICS training for the campus as a whole (Campus Safety, 2008).

Population and Sample Selection

The study focused specifically on the building staff through the Office of Residential Learning, including both Resident Assistants (RAs) and Resident Directors (RDs). The target population was 76 RAs and 10 RDs, totaling 86 potential participants. The available population was 68 RAs and 10 RDs, totaling 78 individuals present at the training session, which occurred on January 17, 2009.

Instrumentation

The ICS 100 course is available online through the FEMA website at www.fema.gov. It is available for public access and use. The course takes approximately two hours to complete, and consists of a series of slides with information regarding ICS history and implementation, management structure, important aspects of the system, methods of monitoring accountability, tracking resources, and how it is implemented during an emergency. In order to assess learning and obtain certification for completion of the course, individuals must complete a final examination consisting of 23 questions. The questions are specific to the ICS course and cover the organization and function of ICS, including key participants, roles and titles, and major concepts such as removal of
jurisdiction titles and methods of communication. The final exam is available for printing online, and individuals can complete it through the website for certification.

Training for the study occurred on January 17th, 2009 and consisted of a pre- and post-test as well as a short survey. The pre- and post-test were the actual final exam that the participants would take online for certification. The participants received a packet consisting of two each of the ICS-100 course and the survey. Each test packet was labeled with a unique number to identify that the two came tests from the same person, but no names were to be included on the exams to ensure anonymity. The RAs and RDs were to complete the first copy of the exam, which was copied on yellow paper to distinguish it from the second copy, and return to the researcher. After completing the training course, participants were asked to fill out the post-test, copied on blue paper, and return to the researcher.

The survey included six questions regarding the RA or RD role in emergency response. The questions included measured importance of receiving first responder training for their role, perceived level of preparedness, importance of receiving ICS training, and whether they felt additional training was needed. The survey was included on both the pre-test and the post-test in order to gauge any changes in attitude that may have occurred after completing ICS training, which was required of all RAs and RDs for the first time in January 2009.

The pre-test and post-test exams (see Appendix B) were taken directly from the Federal Emergency Management Agency (FEMA) website’s independent study training.
section. The exam, available for public access and use, was printed, duplicated, and distributed to each RA and RD at the time of the study. The administrator explained that while the Department of Public Safety and the Office of Residential Learning had required them to complete the actual course, participation in the study about the course was voluntary, and a disclaimer was included at the top of each exam and survey packet.

A pilot of the pre- and post-test as well as the survey instrument was conducted with 10 graduate students approximately 6 weeks before the training session took place. The test provided information about clarity of the questions, ease of understanding, phrasing, and relevance. The final exam proved to have internal validity based on the outcome of the study, which showed an increase of knowledge after participants attended the training session. The instrument is understood to be reliable since the final exam was taken directly from FEMA, which offers the course and exam nationwide.

Data Collection

The pre- and post-test and survey were approved by the Institutional Review Board (Appendix A) in December 2008. Seventy-seven individuals were included in the study. No identifying information was used in the interpretation of the data, although it is possible by looking at the data to identify the individual based on personal responses regarding one’s specific position or office. The pre- and post-tests and surveys were distributed at the start of the training seminar by the administrator. The respondents were informed that consent was understood upon their voluntary participation and returning of test and survey materials.
Respondents participated in a pre-test. After the pre-tests were submitted, a two-hour training seminar was conducted by the researcher. The training seminar consisted of the information in the ICS-100 course. Course information was taken directly from the ICS-100 online course and included development and history of Incident Command Systems, main principles of the response structure, which people filled which roles, and how emergencies were executed. Additionally, the researcher included case studies for various incidents that have previously occurred on college campuses, including the Virginia Tech murders in 2007, and the Seton Hall dormitory fire that occurred in 2001. The administrator discussed these incidents according to the ICS protocol, and how the RAs and RDs are expected to respond while ICS is in operation. After completing the training seminar, the post-test and survey was administered and filled out by participants. The participants returned the post-test and survey upon completion of training.

Data Analysis

The pre- and post-tests measured any increase of knowledge of emergency response after completing the ICS courses, and the survey was used to determine participants’ perceived level of preparedness for dealing with campus crises and attitude toward ICS training both before and after participating in the training. The dependent variables for the study were the respondents’ knowledge of ICS before and after the training course. The independent variables were the respondents’ perceived level of preparedness for responding to campus emergencies, impression of the value of ICS as it relates to their position, the perceived level of importance of First Responder training for
Resident Assistants, and the need for further training. The impact of independent
variables on dependent variables both before and after the training was studied using
paired samples t-tests. Measures of central tendencies for both the pre- and post-tests
were also calculated.
CHAPTER IV

FINDINGS

Profile of the Sample

The subjects of this study were both undergraduate Resident Assistants and graduate Resident Directors employed through the Office of Residential Learning at Rowan University during the Spring 2009 semester. The Office of Residential Learning employs 11 RDs and 75 RAs, totaling a target population of 86. The available population at the time of the training session was 78, since nine individuals were unable to attend for various personal reasons. Of the 78, a total of 67 Residential Learning staff members completed both the pretest and posttest. All participants were between the ages of 19 and 25. Two participants noted having prior experience with ICS. Eight of the participants had no previous job training at the time of the ICS course.

Analysis of the Data

Research Question 1: Does training Rowan University’s Residential Learning staff increase knowledge of ICS crisis response protocol?

An analysis of both the pre-test and post-test scores indicates that knowledge of ICS crisis response protocol increased after the training course. According to FEMA, individuals who complete the ICS training course successfully must answer a minimum of 75% of the questions correctly. Only 5.9% of participants passed the pre-test according to those standards. The post-test scores, however, showed a marked improvement. One
hundred percent of participants passed the post-test by FEMA standards with 73% of participants passing with over 90% accuracy. Participants scoring over 90% responded correctly to at least 21 of the 23 questions on the exam. All participants received certification through FEMA for passing the course (See Tables 4.1 and 4.2). Data are currently unavailable for national pass/fail percentages through FEMA.

Table 4.1

*Pre-test Score Results (N=67)*

<table>
<thead>
<tr>
<th>Pretest score</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 75%</td>
<td>63</td>
<td>94.1</td>
</tr>
<tr>
<td>Above 75%</td>
<td>4</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Table 4.2

*Post-test Score Results (N=67)*

<table>
<thead>
<tr>
<th>Posttest score</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 75%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Above 75%</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>Above 90%</td>
<td>49</td>
<td>73.1</td>
</tr>
</tbody>
</table>

As Table 4.3 illustrates, questions regarding resource storage, purpose of ICS, administrative structure, and staff responsibilities were answered incorrectly by more than 70% of participants. Those questions saw an improvement in the post-test, with at least 95% of participants selecting correct responses. Additionally, 7 questions on the post-test were answered correctly by 100% of participants. In the pre-test, no single question was answered correctly by all participants. All 23 exam questions showed an increase in total number of correct responses from the pre-test to the post-test.
Table 4.3

*Item Comparison of Pre- and Post-test Correct Responses to ICS 100 Exam (N = 67)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Response</th>
<th>Pre-Test f</th>
<th>%</th>
<th>Post-Test f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which position is the only one that is always staffed in ICS applications?</td>
<td>C</td>
<td>32</td>
<td>47.8</td>
<td>66</td>
<td>98.5</td>
</tr>
<tr>
<td>2. At each level of the ICS organization, individuals in positions of primary responsibility have distinct titles. Using specific ICS position titles:</td>
<td>B</td>
<td>29</td>
<td>43.3</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>3. At which incident facility are resources kept to support incident operations if a Base is not accessible to all resources?</td>
<td>C</td>
<td>5</td>
<td>7.5</td>
<td>65</td>
<td>97</td>
</tr>
<tr>
<td>4. Which incident facility is positioned outside of the present and potential hazard area but close enough to the incident to maintain command?</td>
<td>A</td>
<td>15</td>
<td>22.4</td>
<td>65</td>
<td>97</td>
</tr>
<tr>
<td>5. Which General Staff position is responsible for ensuring that assigned incident personnel are fed and have communications, medical support, and transportation as needed to meet the operational objectives?</td>
<td>A</td>
<td>13</td>
<td>19.4</td>
<td>65</td>
<td>97</td>
</tr>
<tr>
<td>6. One ICS principle relates to the supervisory structure of the organization and pertains to the number of individuals or resources one incident supervisor can manage effectively. This operating guideline is referred to as:</td>
<td>C</td>
<td>25</td>
<td>37.3</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>7. Which Command Staff position monitors safety conditions and develops measures for assuring the safety of all assigned personnel?</td>
<td>B</td>
<td>47</td>
<td>70.1</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>8. A basic ICS principle is that the first Incident Commander is responsible until:</td>
<td>D</td>
<td>21</td>
<td>31.3</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>9. ICS has been used to manage incidents such as fires, earthquakes, hurricanes, and acts of terrorism. Which of the following situations represents another viable application for the use of ICS?</td>
<td>B</td>
<td>35</td>
<td>52.2</td>
<td>65</td>
<td>97</td>
</tr>
</tbody>
</table>
10. Depending upon the size and type of incident or event, it may be necessary for the Incident Commander to designate personnel to provide public information, safety, and liaison services for the entire organization. In ICS, these personnel make up the:

11. Which General Staff position conducts tactical operations, develops the tactical objectives and organization, and directs all tactical resources?

12. Expansion of incidents may require the delegation of authority of the performance of Operations, Planning, Logistics, and Finance/Administration functions. The people who perform these four management functions are designated as the:

13. Every incident must have a verbal or written Incident Action Plan. The purpose of this plan is to provide all incident supervisory personnel with direction for:

14. Which Command Staff position serves as the conduit between internal and external stakeholders, including the media, or other organizations seeking information directly from the incident or event?

15. The ability to communicate within ICS is absolutely critical. To ensure efficient, clear communication, ICS requires the use of:

16. Designers of the system recognized early that ICS must:

17. There is no correlation between the ICS organization and the administrative structure of any single agency or jurisdiction. This is deliberate because:

18. Which General Staff position prepares and documents the Incident Action Plan, collects and evaluates information, maintains resource status, and maintains documentation for incident records?

19. Which incident facility is the location where personnel and equipment are kept while waiting for tactical assignments?

20. After Check-in, you should:
21. Check-in officially logs you in at the incident. The check-in process and information help to:

22. Which General Staff position manages costs related to the incident, and provides accounting, procurement, time recording, and cost analysis?

23. Which Command Staff position serves as the primary contact for supporting agencies assigned to an incident?

Research Question 2: Is Rowan University's Residential Learning Staff more confident in crisis response expectations after completing the ICS training?

RA and RD attitudes toward preparedness were measured in the survey instrument distributed with the pre- and post-test using a Likert scale. As illustrated in Tables 4.4 and 4.5, 38.8% of participants indicated feeling prepared to respond to campus emergencies prior to completing the ICS course. After completing the course, however, 83.6% responded feeling either prepared or very well prepared for campus emergencies. Prior to the course, a total of 25.4% indicated a lack of preparedness, while no participants reported a lack of preparedness after taking the course.

Using a Paired Samples t-test, the correlation of Residential Learning personnel prepared for campus emergencies both prior to and after the ICS course is .275, which is statistically significant at the .05 level; however, the test also indicates a very weak relationship where \( r = .135 \) (See Table 4.6).
Research Question 3: Do Rowan University’s Residential Learning Staff members believe this training is sufficient in preparing them for potential emergencies?

Tables 4.7 and 4.8 show the participants’ views toward receiving ICS training as measured on the survey instrument. At the time of the pre-test, a high percentage (67.2%)
of participants indicated that they felt learning ICS would benefit them in their role, while 10.4% indicated that it would not benefit them, and 22.4% were uncertain. After completing the training, 82.1% reported that they believed it was beneficial to them in their role. Seven and one half percent indicated that it was not beneficial, and 10.4% were unsure. While there was an increase in positive attitude toward the ICS course, a Paired Samples t-test indicated that the findings were not statistically significant at the .05 level.

Table 4.7

**Participant Attitudes toward ICS training, Pre-test (N=67)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you believe that learning the Incident Command System benefits you in your role: Yes</td>
<td>45</td>
<td>67.2</td>
</tr>
<tr>
<td>2. Do you believe that learning the Incident Command System benefits you in your role: No</td>
<td>7</td>
<td>10.4</td>
</tr>
<tr>
<td>3. Do you believe that learning the Incident Command System benefits you in your role: Unsure</td>
<td>15</td>
<td>22.4</td>
</tr>
</tbody>
</table>

Table 4.8

**Participant Attitudes toward ICS training, Post-test (N=67)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you believe that learning the Incident Command System benefits you in your role: Yes</td>
<td>55</td>
<td>82.1</td>
</tr>
<tr>
<td>2. Do you believe that learning the Incident Command System benefits you in your role: No</td>
<td>5</td>
<td>7.5</td>
</tr>
<tr>
<td>3. Do you believe that learning the Incident Command System benefits you in your role: Unsure</td>
<td>7</td>
<td>10.4</td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The study investigated the benefits of training Rowan University’s Residential Learning staff on basic Incident Command Systems for campus crisis response in January 2009. It measured increases in knowledge, level of confidence toward responding to crises, and attitudes toward preparedness directly related to receiving the training. The subjects were undergraduate and graduate students of Rowan University employed by the Office of Residential Learning as Resident Assistants and Resident Directors.

Prior to the training session, participants each received a pre- and post-test instrument. They completed the first copy before the training began, which was then immediately collected. The second copy was completed immediately after the training session ended and promptly collected. The instrument consisted of the final exam the Residential Learning staff were required to complete through the FEMA website for ICS certification, as well as a brief survey designed to measure individual attitudes toward preparedness in the event of emergency situations, and general impressions of the training course. A Likert-type scale of one through five was used to measure attitudes toward level of importance of ICS training and level of preparedness for crisis situations, with one being the lowest score and five being the highest. Several “Yes/No” questions
were also included. A total of 78 individuals received the surveys, and 67 completed the pre-test and post-test, yielding an 86% return rate.

Descriptive statistics and Paired Samples t-tests were used to analyze the data. All data were calculated using Statistical Package for the Social Sciences (SPSS) computer software.

Discussion of the Findings

The existing literature base discusses the frequency of campus crises and the need for well-trained individuals. This supports the literature base in regards to the need for adequate emergency response training for those in positions that can be considered First Responders. Chapter II discusses New Jersey Governor’s Executive Order #50 and the Campus Security Task Force Report, both of which call for further training and preparation for First Responders. The study found that ICS training was successful in increasing knowledge of emergency response protocol for participants based on the increased test scores. One hundred percent of participants passed certification after the training, while only four would have passed without the course.

Several findings in the literature base may be affected by this study. As discussed in Chapter II, Rowan University’s Campus Security Report from 2008 indicated a high frequency of incidents occurring within the residential areas on campus. The study showed an increase in both knowledge and attitude towards confidence and preparedness when responding to crisis situations, which should ultimately provide better service and support for the students who reside on campus.
The study also found that the Residential Learning staff was more likely to indicate feeling confident in crisis response protocol after completing the course than in the pre-test. Many subjects indicated that they felt ICS helps them in their role. Fewer individuals indicated a need for further training after completing the ICS course, but a high number still felt further training would be beneficial.

Residential Learning personnel who completed the certification through FEMA have aided Rowan University in its effort to comply with the Governor’s Executive Order #50 as well as institutional goals. RAs and RDs, as first responders to many incidents on campus, are now trained on the same level as student personnel working for Public Safety and campus administrators serving in emergency response roles, and have a basic knowledge that is shared by all Public Safety personnel.

Conclusions

From this study, it can be concluded that a training course in ICS directly increases knowledge of the ICS management system, which is being used by Rowan University in their emergency response protocol. This was further strengthened by the fact that post-tests were collected after the training session was completed, and the staff then completed certification online within the following one-to-three weeks, indicating a level of retention of information. Individuals felt more confident in crisis response after the training.

As Rowan University and other institutions strive toward improving their emergency response protocol, this study indicates that ICS training for Residential
Learning personnel can be a beneficial training component that will aid in compliance with government expectations in New Jersey as well as provide more knowledgeable and capable individuals to serve the campus community as a whole.

Recommendations for Practice

The benefits of this type of training for Residential Learning personnel are evident from this study considering that 100% of participants received certification. Given that fact, the researcher recommends that ICS training be continued at Rowan University for this population, and that institutions that employ ICS consider this training for their respective building staffs.

Recommendations for Further Research

Further research is recommended in the following areas:

- Retention of information after six months and one year, which can be achieved through re-training or re-surveying.

- Survey of Residential Learning personnel after responding to an actual crisis to determine what aspects of the ICS training were implemented or considered in their approach.

By determining retention after six months and one year, the effectiveness of the training session can be more accurately determined. Assessing the effectiveness of the training after handling an actual incident is critical to understanding the true benefits of this type of information for Residential Learning personnel.
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http://www.newpaltz.edu/emergency/
APPENDIX A

Institutional Review Board Approval Letter
December 17, 2008

Lori Troise
Box 687, Student Center
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

Dear Lori Troise:

In accordance with the University’s IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project:

IRB application number: 2009-088

Project Title: A Study of the Impact Rowan University’s Alcohol & Other Drug Program has on Selected Students

In accordance with federal law, this approval is effective for one calendar year from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research (pillay@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Burt Sisco, Educational Leadership, Education Hall
APPENDIX B

Survey Instrument
Instructions: Please select the appropriate answer(s) to each question to the best of your knowledge. Do not write your name on any part of this survey.

1: Which position is the only one that is always staffed in ICS applications?
   a. Operations Section Chief
   b. Public Information Officer
   c. Incident Commander
   d. Safety Officer

2: At each level of the ICS organization, individuals in positions of primary responsibility have distinct titles. Using specific ICS position titles:
   a. Provides personnel with a clear understanding of the pay scale associated with increasing levels of responsibility.
   b. Allows ICS positions to be filled with the most qualified individuals rather than being filled just by rank alone.
   c. Ensures that responders remain accountable to agency management not present at the incident scene.
   d. Improves responder motivation by providing prestige associated with certain titles.

3: At which incident facility are resources kept to support incident operations if a Base is not accessible to all resources?
   a. Incident Command Post
   b. Helibase
   c. Camp
   d. Staging Area

4: Which incident facility is positioned outside of the present and potential hazard area, but close enough to the incident to maintain command?
   a. Incident Command Post
   b. Command Center
   c. Operations Station
   d. Staging Area
5: Which General Staff position is responsible for ensuring that assigned incident personnel are fed and have communications, medical support, and transportation as needed to meet the operational objectives?

a. Logistics Section Chief
b. Finance/Administration Section Chief
c. Operations Section Chief
d. Planning Section Chief

6: One ICS principle relates to the supervisory structure of the organization and pertains to the number of individuals or resources one incident supervisor can manage effectively. This operating guideline is referred to as:

a. Delegation of authority.
b. Form follows function.
c. Span of control.
d. Unity of command.

7: Which Command Staff position monitors safety conditions and develops measures for assuring the safety of all assigned personnel?

a. Public Information Officer
b. Safety Officer
c. Liaison Officer
d. Resource Officer

8: A basic ICS principle is that the first Incident Commander is responsible until the:

a. Event or incident has demobilized.
b. Five management functions are activated.
c. Next operational period has begun.
d. Authority is delegated to another person.

9: ICS has been used to manage incidents such as fires, earthquakes, hurricanes, and acts of terrorism. Which of the following situations represents another viable application for the use of ICS?

a. The oversight of safety issues associated with Mrs. Butler's 10th grade chemistry class throughout the school year.
b. The planning and operation of the Central City annual Labor Day celebration, including a parade and fair.
c. The management of nursing staff at the City General Hospital during weekend shifts.
d. The oversight of the annual fiscal budget for the Brownsville Library, including the procurement of new books.
10: Depending upon the size and type of incident or event, it may be necessary for the Incident Commander to designate personnel to provide public information, safety, and liaison services for the entire organization. In ICS, these personnel make up the:

a. Deputy Staff.
b. Command Staff.
c. Director Staff.
d. General Staff.

11: Which General Staff position conducts tactical operations, develops the tactical objectives and organization, and directs all tactical resources?

a. Operations Section Chief
b. Finance/Administration Section Chief
c. Logistics Section Chief
d. Planning Section Chief

12: Expansion of incidents may require the delegation of authority for the performance of Operations, Planning, Logistics, and Finance/Administration functions. The people who perform these four management functions are designated as the:

a. Deputy Staff.
b. General Staff.
c. Director Staff.
d. Command Staff.

13: Every incident must have a verbal or written Incident Action Plan. The purpose of this plan is to provide all incident supervisory personnel with direction for:

a. Maintaining documentation and tracking resources assigned to the incident.
b. Monitoring the number of resources that report to any one supervisor.
c. Obtaining and maintaining essential personnel, equipment, and supplies.
d. Taking actions based on the objectives identified in the plan during the operational period.

14: Which Command Staff position serves as the conduit between internal and external stakeholders, including the media, or other organizations seeking information directly from the incident or event?

a. Liaison Officer
b. Resource Officer
c. Public Information Officer
d. Safety Officer

15: The ability to communicate within ICS is absolutely critical. To ensure efficient, clear communication, ICS requires the use of:

a. Agency-specific codes
b. Radio codes.
c. Common terminology.
d. Technical language.

16: Designers of the system recognized early that ICS must:

* Meet the needs of incidents of any kind or size.
* Provide logistical and administrative support to ensure that operational staff can meet tactical objectives.
* Be cost effective by avoiding duplication of efforts.

a. Allow personnel from a variety of agencies to meld rapidly into a common management structure.
b. Require that a minimum number of personnel be deployed to perform administrative and logistics functions.
c. Use certified emergency responders to serve as incident commanders and section chiefs.
d. Compensate for incident response failures likely to result from a lack of resources.

17: There is no correlation between the ICS organization and the administrative structure of any single agency or jurisdiction. This is deliberate because:

a. Every incident requires different management organizational structures and position titles to be effective.
b. Confusion between agency position titles/organizational structures and the ICS structure needs to be avoided.
c. It is easier to account for resource expenditures associated with incident responses when the position titles are unique.
d. There is a need to protect agencies and jurisdictions against potential liability claims resulting from incident response.

18: Which General Staff position prepares and documents the Incident Action Plan, collects and evaluates information, maintains resource status, and maintains documentation for incident records?

a. Finance/Administration Section Chief
b. Planning Section Chief
c. Logistics Section Chief
d. Operations Section Chief
19: Which incident facility is the location where personnel and equipment are kept while waiting for tactical assignments?
   a. Base  
   b. Staging Area  
   c. Camp  
   d. Incident Command Post  

20: After check-in, you should:  
   a. Determine your return mode of transportation.  
   b. Arrange personal items needed for your estimated length of stay.  
   c. Locate your incident supervisor and obtain your initial briefing.  
   d. Report to the command post.  

21: Check-in officially logs you in at the incident. The check-in process and information help to:  
   * Ensure personnel accountability.  
   * Track resources.  
   * Prepare personnel for assignments and reassignments.  
   * Organize the demobilization process.  

   a. Determine procedures for reimbursing your headquarters.  
   b. Locate personnel in case of an emergency.  
   c. Identify purchasing authority and procedures.  
   d. Determine how food and lodging will be provided.  

22: Which General Staff position manages costs related to the incident, and provides accounting, procurement, time recording, and cost analyses?  
   a. Logistics Section Chief  
   b. Operations Section Chief  
   c. Finance/Administration Section Chief  
   d. Planning Section Chief  

23: Which Command Staff position serves as the primary contact for supporting agencies assigned to an incident?
a. Public Information Officer
b. Resource Officer
c. Liaison Officer
d. Safety Officer

Instructions: Please provide answers based on your opinion at this present time.

1) Please rate how important you feel First Responder Training is for Resident Assistants. 
(1 = not at all important; 5 = Extremely important)

1 2 3 4 5

Comments:

2) Please indicate how prepared you feel in responding to campus emergencies as a Resident Assistant at this time. (1 = not at all prepared; 5 = Very well prepared)

1 2 3 4 5

Comments:

2) Do you believe that learning the Incident Command System benefits you as a Resident Assistant?

YES _____ NO _____ UNSURE _______

Comments:

4) Do you feel that Resident Assistants play an important role in Emergency and Crisis Response?

YES _____ NO _____ UNSURE _______

Comments:

5) (Please answer only after completing the ICS Training) Do you feel additional training is needed?

YES _____ NO _____ UNSURE _______

Comments:

6) Please provide any additional comments you may have on the back of this survey.